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ABSTRACT

This teaching unit, Physicians, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These eleven lessons about physicians explore various duties of a physician, basic information about preventive medicine, the equipment and facilities a physician uses, and types of careers available to a person who chooses this career. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#63

A CAREER UNIT FOR GRADES 5 AND 6

PHYSICIANS

(Health Occupations Career Cluster)

CE 015 916

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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January, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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PHYSICIANS

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Health Occupations Career Cluster

PHYSICIANS

RATIONALE

Most students have required the services of a doctor several times in their lives. This unit is an attempt to expose students to some of the many aspects of the medical profession.

GOALS

Through this unit, students will:

-Visit a cardio-pulmonary laboratory.

-Hear a guest speaker discuss careers in medicine.

-Learn more about the human body.

-Learn the value of preventive medicine.

-Learn about many types of diseases.

-Gain a knowledge of some of the many types of doctors.

-Learn about the hard work involved in becoming a doctor.

-Become aware of the various duties a doctor carries out.

-Explore accident prevention.

-Learn some basic first aid.

PERFORMANCE OBJECTIVES

By the end of this unit, students will be able to:

-Know the uses of a cardio-pulmonary laboratory.

-Describe four diseases; their prevention and cure.

-List equipment a doctor uses in his office.

-Name some organs of the digestive tract.

-Relate school skills to skills used on the job.

-List ways to prevent illness.

-Describe four types of doctors.

-Tell of two first aid procedures.

ENTRY LEVEL ASSESSMENT
(To be used as a pre-test and a post-test.)

Use this informal inventory to determine class awareness of the field of medicine. Responses could be taped or written and compared to the responses on the post-test.

1. A pediatrician specializes in the treatment of infants and children. Name three other types of physicians and tell what each does.

2. What school-learned subjects (math, reading, science) could relate to being a doctor?

3. List four jobs related to the field of medicine.

4. Tell about two kinds of injuries and how you would treat them if you were the first one there.

5. What are three things you can do to prevent illness and poor health?

6. Have you ever been in a doctor's office? Describe some of the equipment you saw there.

7. What is a cardio-pulmonary laboratory?

8. List three organs in your digestive system. What does each one do?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

In order to teach this unit effectively, the teacher should plan ahead to order the materials available. Lesson 5 involves a guest speaker and Lesson 8 is a field trip which must be planned in advance. Several lessons refer to films and books.

The following materials and equipment may be used in this unit:

-Films and filmstrips, as listed.
-Books, as listed.
-Film and filmstrip projector.
-A variety of art materials.
-Permission slips.

Films:

Bacteria, Friend and Foe
People Shop
About the Human Body
Health in Balance
Our Wonderful Body: How Its Parts Work Together
Your Body Repairs and Maintains Itself
Your Protection Against Disease
Circulation Why and How
Heart, Lungs, and Circulation
Breathing Easy
Digestion In Our Body
Muscle and Bone of the Body
Our Wonderful Body: How It Moves
Your Nervous System
Eyes and Vision
Health Heroes: The Battle Against Disease
Your Health: Disease and It's Control

Soundstrips:

Cells
Circulatory System
Nervous System
Digestive System
Respiratory System
Human Body and How It Works
Skeletal System
Muscular System
Your Heart and Health
You and Your Five Senses
Our Wonderful Ears

Books:

Dewey Number	Title	Author
576	Germ Free Life	Silverstein
578	Experiments With a Microscope	Beeler
610.69	Jobs in Health Care	Englebardt
610.9	The Wonderful World of Medicine	Calder
610.9	Famous Firsts in Medicine	Crook
611	The Story of Your Bones	Weart
611	The Wonders of the Human Body	Keen
612	Your Body and How It Works	Lauber
612	A Drop of Blood	Showers
613.8	The Ups and Downs of Drugs	Elgin
614.8	What to Do When There's No One But You	Gore
615	Miracle Drugs and the New Age of Medicine	Reinfeld
615	Medicines From the Sea	Berry
616	How the Doctor Knows You're Fine	Cobb
616.9	The Doctors Who Conquered Yellow Fever	Hill
921	Doctor Tom Dooley, My Story	Dooley
921	Dorothea Dix: Hospital Founder	Malone

AVAILABLE FROM INSTRUCTIONAL RESOURCE CENTER; OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:	MP	2428	Is a Career in the Health Services for You?
	MP	3543	Chain of Care
	MP	3779	Digestion In Our Bodies
	MP	3880	Our Wonderful Body - How Its Parts Work Together
	MP	3940	You the Living Machine (Digestion)
	MP	3850	Learning About Our Bodies
	MP	4449	Being Responsible - Good Health
	MP	1004	Color of Health
	MP	3809	Good Eating Habits
	MP	3826	How to Catch a Cold
	MP	1036	Monster and You (Tuberculosis)
	MP	3946	Your Health - Disease and Its Control
	FK	1160	Hospital Workers

COMMUNITY RESOURCES

San Joaquin Hospital; Public Relations Office; Barbara Madigan; 327-1711; Bakersfield.

Explorer Scouts, contact Mr. Johnson; 2417 M Street; 325-9036; Bakersfield.

Kern County Health Department; contact Mr. Sunny Lee; 1700 Flower; 861-3631; Bakersfield.

Halls Ambulance; Public Relations; 832-0123.

Cal State Bakersfield; School of Nursing; 833-2394.

Bakersfield College; Nurses Program; 395-4281.

Public Health Nurse; 861-3644; Bakersfield.

INSTRUCTIONAL ACTIVITIES: LESSONS 1-11

Lesson 1

PURPOSE

To familiarize students with the many areas of medicine.

MATERIALS

1. Chart paper.
2. Felt pen.
3. List of different types of doctors and what they do (Worksheet 1, next page).

INTRODUCTION

Say: "Today we will begin our study of physicians. There are many types of doctors who perform different services for their patients. Let's introduce our unit of physicians by listing various kinds of doctors along with the speciality each performs."

CLASS ACTIVITIES

1. List categories in the field of medicine as contributed by students. Use Worksheet 1 as a guide.
2. Ask if any students have parents or friends or relatives in these fields.

SUMMARY

1. Have a student read list aloud.
2. Tell students to choose a type of doctor about which to write a short report for Lesson 2. They may use books, interviews, encyclopedias, etc. for their reports.

Worksheet 1
(Use with Lesson 1)

FIELDS OF MEDICINE

Radiologist	-	works with x-rays
Psychiatrist	-	treats mental disorders
Plastic Surgeon	-	restores damaged body parts
Orthopedic Surgeon	-	repairs bone injuries and deformities
Pediatrician	-	treats infants and children
Internist	-	treats nonsurgical diseases
Ophthalmologist	-	treats eye problems
Neurologist	-	treats problems with the nervous system
Gastroenterologist	-	treats diseases of the digestive tract
Urologist	-	treats problems of the urinary tract
General Practitioner	-	treats variety of diseases and problems
Obstetrician	-	delivers babies, treats female organs
Dermatologist	-	treats problems of the skin
Allergist	-	treats allergy sufferers
Hematologist	-	treats diseases of the blood
Cardiologist	-	treats diseases of the heart
Surgeon	-	performs surgery

Lesson 2

PURPOSE	To familiarize students with the many specialities in the field of medicine.
MATERIALS	1. Completed student reports from Lesson 1.
INTRODUCTION	Say: "In our last lesson we discussed some of the many different types of doctors there are. Today we will hear your reports so we can become familiar with the work these doctors do."
CLASS ACTIVITIES	1. Listen to students' reports. 2. Discuss reports.
SUMMARY	1. Review main points.

Lesson 3

PURPOSE

To acquaint students with skills and sacrifices necessary to become a doctor.

MATERIALS

1. Worksheet 2, next page.
2. Pencils.

INTRODUCTION

Say: "Do you have the skills and qualities necessary to practice medicine someday? Today you will have the opportunity to rate yourself."

CLASS ACTIVITIES

1. Distribute Worksheet 2 to the students.
2. Read through worksheet with students.
3. Allow ten minutes for students to rate themselves.
4. Discuss the responsibilities and pressures of becoming a doctor.

SUMMARY

1. Discuss how students rated themselves.

Worksheet 2
(Duplicate and use with Lesson 3.)

Do you have what it takes to become a doctor? Place an + in the box next to the qualities you possess. Place a ✓ if you are not sure. Place a — if you are sure you do not have that trait.

☐ stamina - Medical school requires hours and hours of study. Surgeons operate for hours without a break.

☐ ability to make good grades - Doctors have to learn so many things. It is not possible to become a doctor if you do not take school seriously. Did you know that to become a a doctor you must complete four years of high school, four years of college, four years of medical school, two years of internship and a year as a resident before you can have your own practice?

☐ high moral character - Medical schools do not admit everyone who wants to become a doctor. They you look you over carefully. If people are going to put their lives in your hands, you must be worthy of that trust.

☐ sense of responsibility - Can you force yourself to study when your friends want you to join them? Doctors often have to stop their fun or interrupt their sleep to help a patient.

☐ willing to work hard - Do you give up easily, or are you able to keep working to do a good job?

☐ ability to take orders - Doctors spend years learning from other doctors with more experience.

☐ get along well with others - Doctors often work as a team with other doctors, nurses and assistants.

☐ ability to express self well - You will have the job of telling people very important things about themselves. How you say it, really matters.

☐ desire to help others - Do you really want to help other people to be healthy and happy?

Lesson 4

PURPOSE

To familiarize students with the human digestive system.

MATERIALS

1. Suggested film: Digestion in Our Bodies* 3779 (Available from Instructional Resource Center, Superintendent of Schools).
2. Film projector.
3. Worksheet 3, next page.
4. Book: The Wonders of the Human Body, By Keene, or other similar sources of information.

INTRODUCTION

Say: "The human body is an extremely complicated system of organs. Today we will learn about the amazing process of digestion."

CLASS ACTIVITIES

1. See film.
2. Distribute Worksheet 3.
3. Have books or encyclopedias explaining the digestive tract available.
4. Students could choose one organ in the digestive tract and write several paragraphs describing its function.

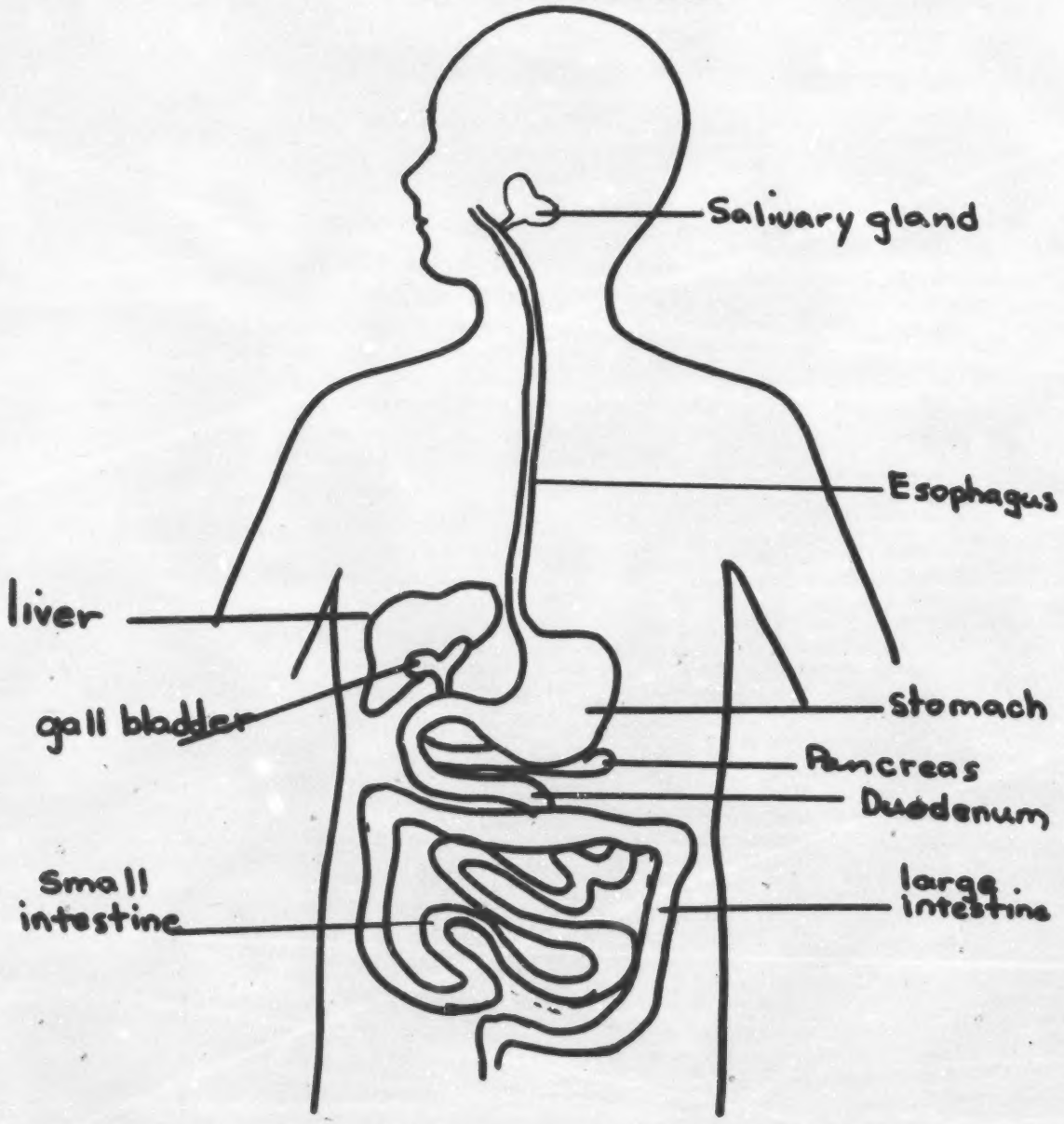
SUMMARY

1. Review film.
2. Listen to information students have discovered about the digestive system.

*This particular film gives the students a graphic description of digestion. However, it says that food takes 24 hours to pass through the body. Except in the cases of infants or vegetarians food takes two or three days from the time you eat it until it is eliminated.

Worksheet 3
(Duplicate and use with Lesson 4)

THE HUMAN DIGESTIVE SYSTEM



Lesson 5

PURPOSE To enable students to learn about careers in medicine.

MATERIALS

1. Guest speaker arranged by calling Kern County Health Department or Explorer Scouts Headquarters. Speaker should come prepared to speak about careers in medicine. (See Community Resources section for addresses and telephone numbers.)
2. Interview Sheet.*

INTRODUCTION Say: "Today we have invited _____ to our class to tell us what it is like to have a career in the medical profession. Be thinking of questions you would like to ask our guest."

CLASS ACTIVITIES

1. Listen to guest speaker.
2. Question and answer session to follow.

SUMMARY Students should write a thank you note to the guest. Have the students tell something that interested them about the talk and mention at least one new thing they learned.

*A copy of the Interview Sheet can be sent to the guest speaker in advance of the scheduled appearance.

INTERVIEW SHEET

1. Tell about the area of medicine in which you work.

2. Tell some of the things that you do on your job.

3. What do you like most about your job?

4. How do you feel about the pay you get?

5. What do you learn from your job?

6. Tell what you had to do to be able to get your job.

7. Tell why your job is important to other people.

8. What are some things that you dislike about your job?

9. If I wanted to have a job like yours, what things should I begin doing to get ready for it?

Lesson 6

PURPOSE To teach students the value of preventative medicine.

MATERIALS

1. Pencil.
2. Worksheet 4, next page.
3. Suggested film: Being Responsible - Good Health 4449 (for this and other suggested films. refer to section: Available from Instructional Resource Center. Superintendent of Schools).
4. Film projector.

INTRODUCTION Say: "Doctors often treat patients after they become ill. There are some things we can do to keep from becoming ill or getting injured. We can eat the proper foods, get enough sleep, receive immunizations, get plenty of exercise and avoid dangerous situations. Today we will evaluate ourselves to determine if we practice preventative medicine."

CLASS ACTIVITIES

1. Pass out Worksheet 4.
2. View and discuss film.
3. Have students evaluate themselves on Worksheet.

SUMMARY

1. Discuss students' responses to worksheet.

PREVENTIVE MEDICINE

Worksheet 4
(Duplicate and use with Lesson 6)

Do I ...	Explain
Eat nutritious food? (Describe your eating habits.)	
Receive immunizations and physical exams before I become ill? (When is the last time you had a physical exam?)	
Get enough sleep? (How many hours do you sleep each night? Is it enough?)	
Get enough exercise? (Do you sit and watch t.v. when you get home or do you get some exercise?)	
Avoid dangerous situations? (Do you walk or ride your bike across busy streets? Do you take foolish dares just for fun?)	

Lesson 7

PURPOSE

To help students become aware of the many ways to prevent accidents.

MATERIALS

1. Poster paper.
2. Crayons, chalk or paint.

INTRODUCTION

Say: "Doctors spend a lot of time helping people who have been injured in accidents. Many accidents occur in the home, at school, at the beach, or on the highway. Most accidents are preventable. Today we will make safety posters warning people about preventable accidents. Maybe our posters will give our overworked doctors less to do."

CLASS ACTIVITIES

1. Discuss injury-causing accidents.
2. Distribute materials and make posters.

SUMMARY

1. Review causes of injuries.
2. Display posters.

Lesson 8

PURPOSE	Field trip to San Joaquin Community Hospital to visit cardio vascular catheterization laboratory and to learn about the diagnosis and treatment of heart and lung ailments.
MATERIALS	1. Field trip (arrangements must be made well in advance.)*
INTRODUCTION	Say: "Today we will have the opportunity to visit the San Joaquin Hospital. We will see a demonstration on the use of the lab and how it is used to diagnose and treat people with heart and lung problems."
CLASS ACTIVITIES	1. Visit lab. 2. Discuss what the students have seen and heard.
SUMMARY	1. Thank you notes to the lab.

*Call Barbara Madigan, Public Relations Office, San Joaquin Community Hospital, 327-1711.

Lesson 9

PURPOSE

To familiarize students with diseases that affect the human body; their prevention, treatment, and cure.

MATERIALS

1. Film about battle against disease, (for suggested films, refer to section: Available from Instructional Resource Center, Superintendent of Schools).
2. Film projector.
3. Books about medicine.
4. Encyclopedias.
5. Paper and pencils.

INTRODUCTION

Say: "An important part of a doctor's job is to prevent and treat disease. In order to do this the doctor must be familiar with many diseases, and learn their symptoms and treatment. Today we will each learn about a disease."

CLASS ACTIVITIES

1. View film.
2. Have the students research filmstrips, books, encyclopedias, etc. to gather information about a disease.
3. The report should name the disease and tell of its symptoms, how it is contracted, its prevention, and its cure (if any).

SUMMARY

Tell the students they will be reading their report for Lesson 10.

Lesson 10

PURPOSE	To familiarize students with diseases that affect the human body; their prevention, treatment, and cure.
MATERIALS	Reports from Lesson 9.
INTRODUCTION	Say: "We have been working on reports about diseases that affect the human body. Today we will hear our reports."
CLASS ACTIVITIES	Listen to reports.
SUMMARY	Discuss reports.

Lesson 11

PURPOSE To enable students to assess their knowledge of the medical profession.

MATERIALS

1. Entry Level Assessment.
2. Results of pre-test.
3. Tape recorder or copies of pre/post-test.

INTRODUCTION Say: "Today we will find out how much we have learned about the medical profession."

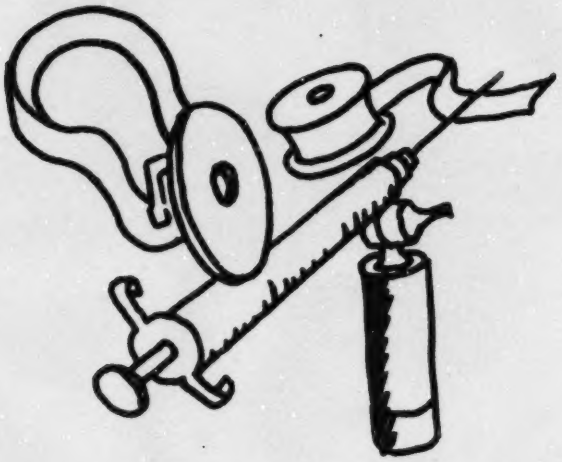
CLASS ACTIVITIES

1. Discuss questions and tape record responses.

or

2. Written test.

SUMMARY The students should feel free to talk about the things they have enjoyed about this unit. They should feel free to express their likes and dislikes.



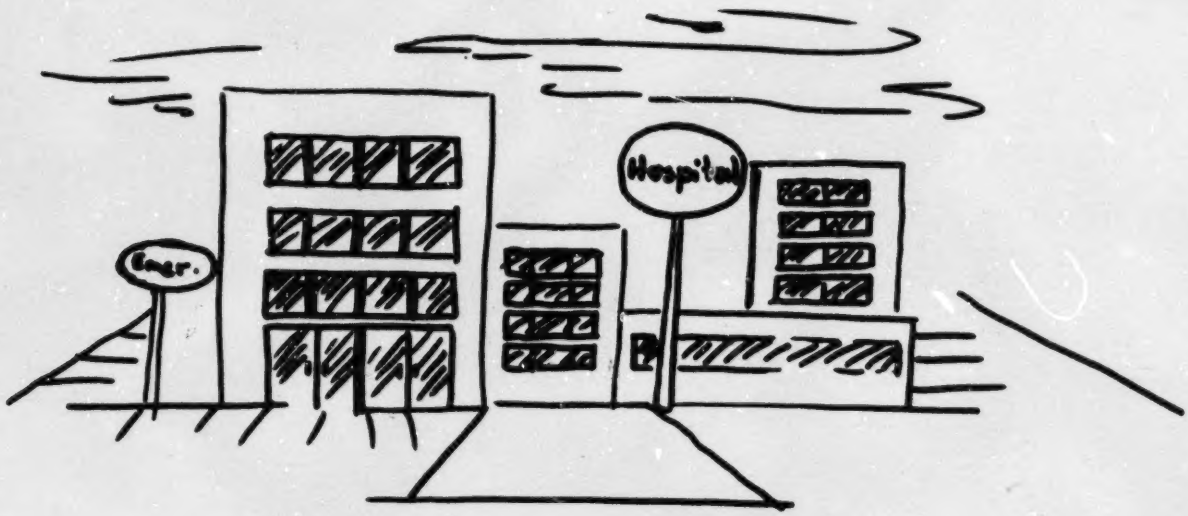
HOLD STILL PLEASE!

You need:
-A life-size doll
-Two actors

Pediatricians (doctors, who work with infants and children) often have a hard time with their patients. Young infants, especially sick ones, may kick and scream to keep the doctor from examining them.

Pretend you are a pediatician. A five month old baby is brought in by her worried mother. The baby has a bad cold, and you must look into her nose, ears, and mouth to find out what is wrong.

Have a friend play the part of the mother, and use a doll to represent the baby. Plan how you will examine the screaming child, and what you will say to the mother. Act out your plan for your class.



Hey! Someone Took My Tonsils!

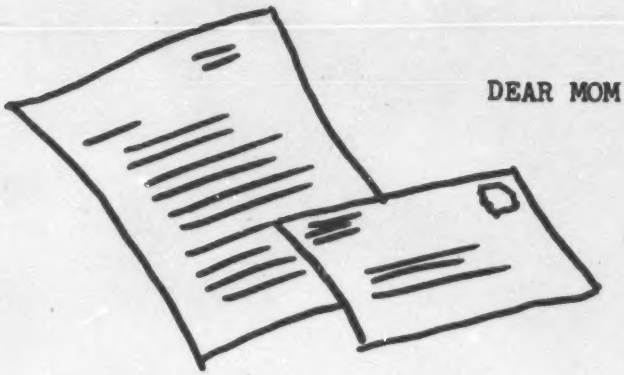
You need:

-Pencil
-Paper
-Good memory

Have you been to the hospital for an operation? Perhaps you had your tonsils or appendix removed. What was your experience like? How long was your hospital stay? Describe hospital procedures. Were the nurses friendly? How did you feel? How long was it before you could play again?

Write down your hospital experiences. Read your report to your class.

TASK CARD 3



DEAR MOM AND DAD...

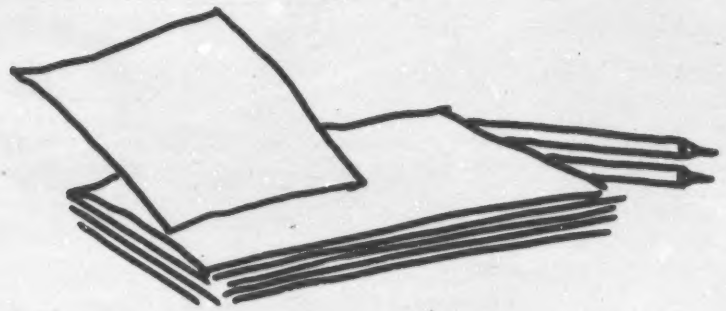
You need:
- -Paper
- -Pencil

You are in medical school. You find it exciting and interesting, but very difficult. Your friends from school are finished with college and are earning money, and having fun. You have less money because medical school is very expensive and you have to attend school more years to receive a medical degree. You attend classes all day and study late every night. No one warned you it would be this hard!

Pretend you are a medical student. Write a letter to your parents describing some of the above problems in attending medical school. Tell about some of the good things and some of the frustrations. Read your letter to the class.

TASK CARD 4

INTERVIEW



You need:

-Pencil

-Paper

-A doctor to interview

Doctors are very busy people so you may have difficulty finding one to interview. Perhaps you have a parent, relative or family friend who is a doctor and would be willing to help you.

Decide before your interview what you will ask. Questions might include: How many years of school did you have to attend in order to become a doctor? Do you have a special field of medicine that interests you most? What school subjects are especially important for people wanting to become doctors? What do you like most about your job? What do you like least? What suggestions do you have for students who want to become doctors someday? Tell about some of the things that happen during your work day?

Take notes or tape record your interview. Be sure to thank the doctor for his or her time.

HOSPITAL ROOM

Things you need:
-Drawing paper
-Crayons

Some things are necessary in a hospital room. There must be special beds and buzzers to call the nurse, but the rooms do not have to be white and undecorated.

Design a hospital room for children. Decide how large it will be, and where you will put the windows and beds. What color will you make the floor, walls, and curtains? Will you put some colorful, cheerful pictures on the wall? Maybe you can think of some things to make a hospital visit more pleasant.

Draw a large picture of your hospital room on drawing paper. When you are satisfied with it, display it in your classroom.

HELPING HUMANITY

You need:

- -A book about a famous doctor or medical person*
- -Paper
- -Pencil

Walter Reed, Albert Schweitzer, Tom Dooley, and Dorothea Dix are names of some of the famous people who dedicated their lives to helping others.

Read one of the books listed above, or any book about a famous person in the medical field.

Make a report about what you have read. Share your report with your class.

*Titles of books which students may wish to use:

- -The Doctors Who Conquered Yellow Fever
- -Dorothea Dix: Hospital Founder
- -Doctor Tom Dooley, My Story

THE DOCTOR'S OFFICE

You need:

-Drawing paper

-Pencil

Your doctor needs many things in his or her office in order to help people who are sick or injured, or to help in examining healthy people. How many of these items can you draw and label? When you complete your drawing compare it with a friend's. Did you leave anything out?

TASK CARD 3

You need:

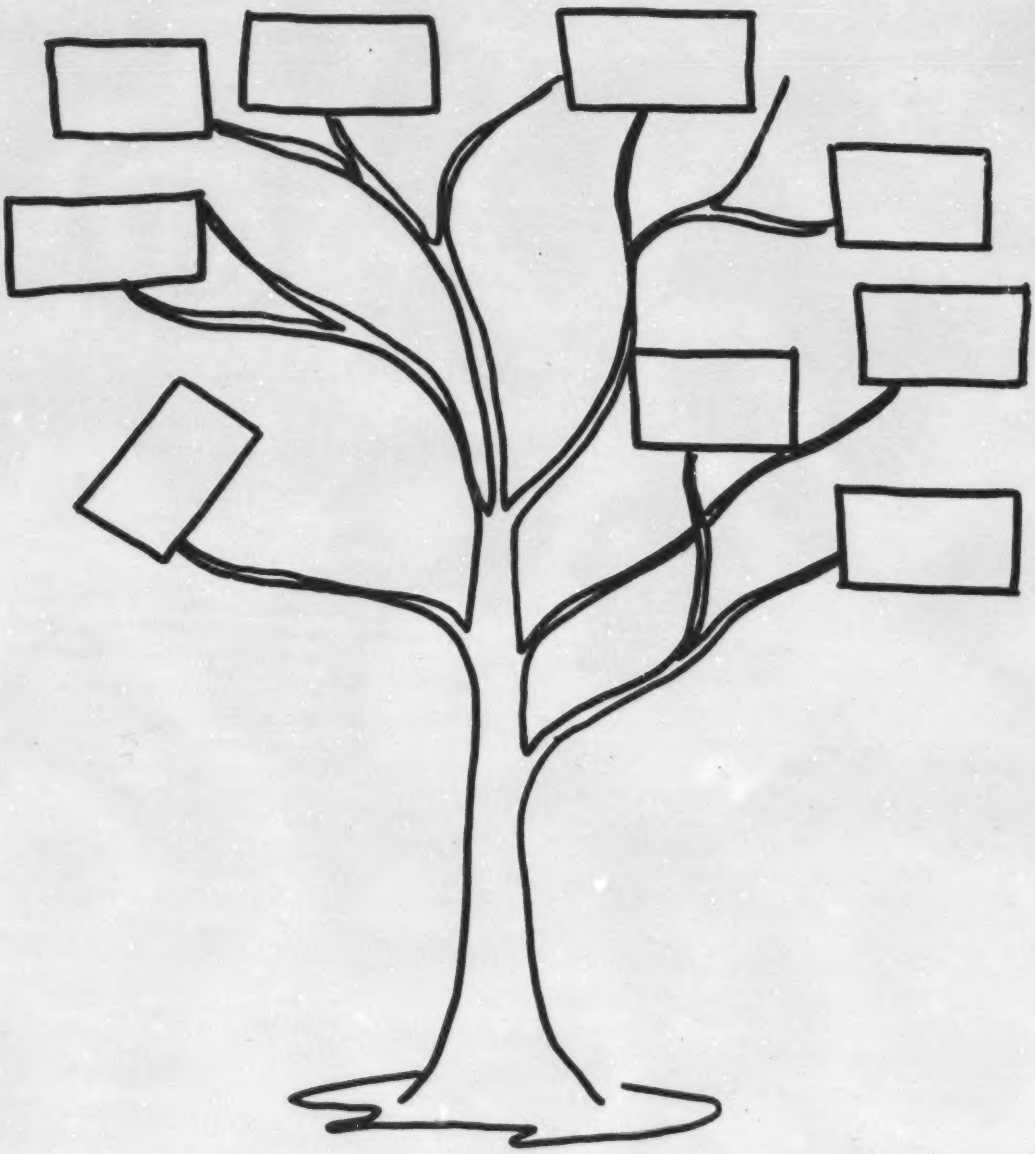
-Pencil

-Paper

-An encyclopedia or book(such as: The Wonders of the Human Body) which contains the Hippocratic Oath

Hippocrates was a famous Greek doctor born around 460 B.C. in Greece. His famous oath is still repeated by doctors graduating from medical school today. Find a book containing the Hippocratic Oath, copy it, and write what you think it means.

Share your views with the class.



MAKE A MEDICAL TREE

Can you think of ten jobs related to the field of medicine? List them on this tree.

SICKER THAN A DOG!!

You need:
-Pencil
-Paper

Have you ever found a bird with a broken wing, baby animals deserted by their mother, or a dog or cat who has been run over, involved in a fight or very ill? How did you handle the problem? Did you help cure the animal?

Write down what happened to the animal to injure it. Then tell what you did to help the animal. How did it make you feel? Read your paper to the class.

MY HEALTH RECORD

You need:

-Pencil
-Paper
-A good memory

Nearly everybody is sick at sometime in their lives. What are the three worst illnesses you have had? Divide your paper into three sections. For each section list the diseases or problems, its' symptoms and what was done to cure it.

CAN YOU SPELL THESE?

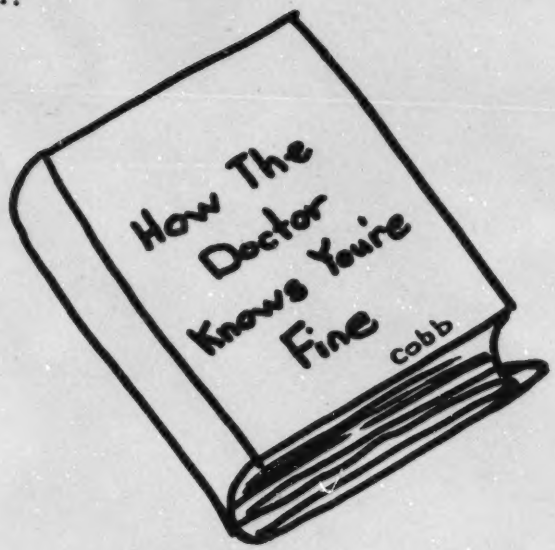
You need:
- -Pencil
- -Paper
- -Spelling list (see below)
- -A friend

While learning about doctors and medicine we discover many difficult words. Look over the words listed below and learn to spell them. Have a friend give you a spelling test. Grade your paper.

hospital
nurse
physician
medical
muscle
skeleton
antibiotic
disease
vein
surgeon

radiology
pediatrician
internal
dermatology
allergy
hypodermic
orthopedic
ophthalmologist
obstetrician
urology

SAY AHHHH!



You need:

-Pencil
-Paper
-Book: How the Doctor Knows You're Fine, by Cobb.

Do you remember your last physical examination? Were you weighed and measured? What did the doctor do? Were you asked any questions? The book, How the Doctor Knows You're Fine, tells about the things the doctor does during a physical exam. It explains why he/she does them.

Make a list of the things that took place at your last physical exam. Tell the different things your doctor did, and why the doctor did them. Describe your physical to the class.

TASK CARD 14

OUCH! I NEEDED THAT!

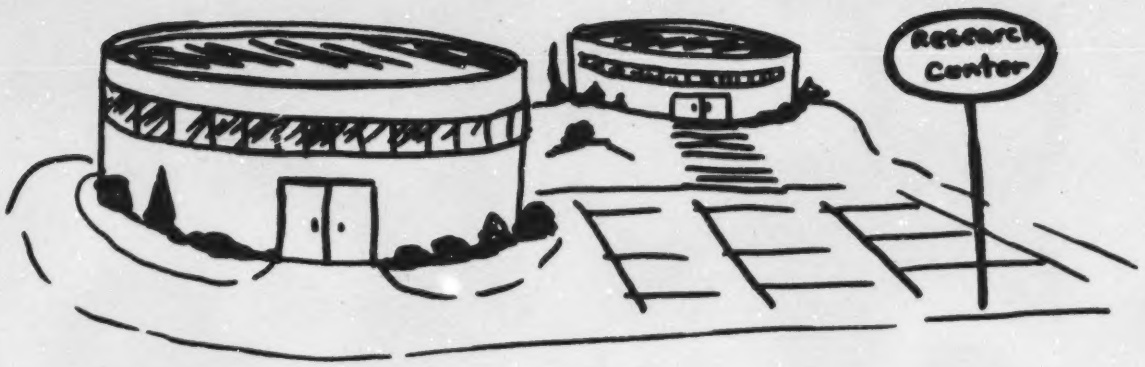
You need:

- -Your immunization record
- -Pencil
- -Paper
- -A source of information about diseases

When you were a baby, you began visiting your doctor for immunizations, usually in the form of shots, to protect you from diseases. Years ago infants died from many diseases. Nowadays we seldom hear of "diptheria" and "tetanus" because many people are immunized or protected from the time they are very young. Today we have shots to protect us from diseases such as measles and mumps.

Ask your mother or father for your immunization record. Write down what shots you received and when you received them. Try to find out some information about diseases such as polio, smallpox, pertussis (whooping cough), and diptheria so you can see what you missed. Share your information with the class.

MEDICAL RESEARCH



You need:

-A source of information about medical research

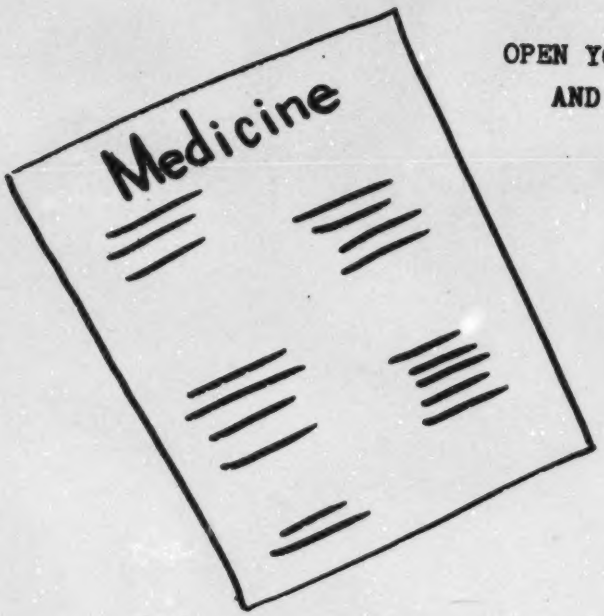
-Paper

-Pencil

Although many doctors work directly with patients, other doctors work in laboratories learning more about disease. It takes hard work, many years and often a lot of money to enable doctors to make major medical discoveries.

See if you can find out some of the work going on in laboratories today. In many laboratories people are working to find cures for arthritis, cancer and even the common cold. See what you can find out and report your findings to the class.

TASK CARD 16



OPEN YOUR MOUTH...
AND CLOSE YOUR EYES...

You need:
-Paper
-Pencil
-Crayons

Medicines can cure diseases, relieve symptoms and help us in other ways. They can also be a danger if we use them incorrectly. We must remember to:

Throw away old prescriptions
Never use prescriptions meant for another person
Keep all medicines out of the reach of children
Never take more than the recommended dosage.

Make a poster which includes a picture and a safety rule regarding the proper use of medicines. Display it in your classroom.

TASK CARD 17

You should have:

-Pencil

-Paper

-Books or encyclopedia

Think about a career as a doctor. Which type of medicine interests you?

Write a short report telling about the duties of a doctor in the field of medicine you have chosen. Include a paragraph on why you have chosen that particular specialty.

Some suggestions:

pediatrician
obstetrician
urologist
cardiologist
surgeon
internist
pathologist
dermatologist
gastroenterologist
psychiatrist

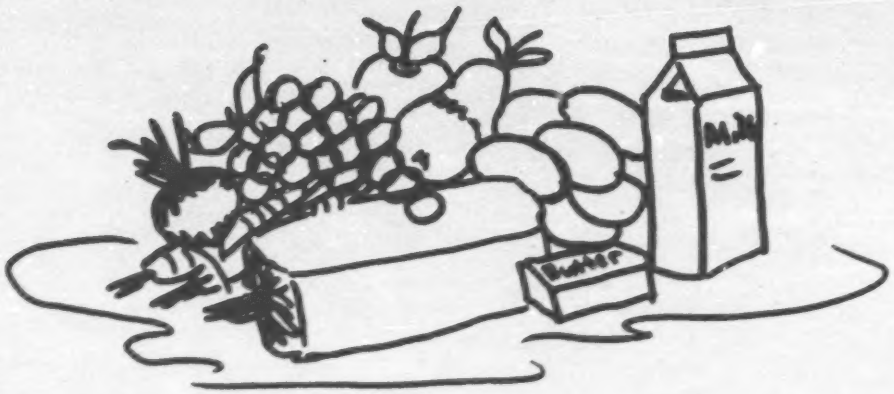
YOUR FIVE SENSES

You need:

- -Paper
- -Pencil
- -Filmstrip or book about senses

Can you list the five senses? If you get stuck use the picture as a clue.

After each one tell why it is important and what might happen if we did not have it.



THE BASIC FOUR

You need:

- -Scissors
- -Construction paper
- -Magazines
- -Pencil or crayon
- -Paste
- -Any source of the Basic Four Food Groups

To stay healthy we must eat a balanced diet. People who eat an unbalanced diet may not feel their best and may cause damage to their bodies that can never be repaired. In order to eat a well-balanced diet it helps to know about the four food groups.

Use old magazines to cut out pictures of foods from the four main food groups. Paste your pictures onto construction paper under a heading for each food group. Display your poster in your classroom.

SCHOOL SKILLS

You need:

- -Paper
- -Pencil

Doctors rely on may school-learned skills to help them in their work. List as many school-learned skills as you can. Tell why a doctor would need to know about each one.

TASK CARD 21

You need:

-Paper

-Pencil

-Pamphlet: Youth Looks at Cancer

Call the American Cancer Society and ask for their pamphlet, Youth Looks at Cancer. Read the material and prepare a report for your class. Include information about what the disease is, its cuases, its treatment, and cancer's danger signals.

TASK CARD 22

WHAT TO DO BEFORE THE DOCTOR ARRIVES

You need:

-Paper

-Pencil

-Filmstrip on First Aid

or

Book: What to Do When There's No One But You by Gore

It is good to have a doctor around during an emergency but there is a chance an emergency will occur and you will be the first one there. Do you know what to do for someone suffering from shock, excessive bleeding, a broken bone, poisoning, a heart attack, etc.? Read What To Do When There's No One But You. Practice the skills the book teaches. Act out some of these before the class. Who knows, you may be responsible for saving someone's life one day!